EDCN871

Learning and Teaching in Higher Education

S1 Evening 2015

Dept of Education

Contents

General Information

Unit convenor and teaching staff
Unit Convenor
Theresa Winchester-Seeto
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C3B 407

Credit points
4

Prerequisites
Admission to MA in Education Studies or MEChild or PGDipEChild or PGCertEChild or MEd or MEdLead or PGDipEdLead or PGCertEdLead or PGDipEdS or PGCertEdS or MHEd or PGDipHEd or PGCertHEd or MSpecEd or PGDipSpecEd or PGCertSpEd or MTeach(Birth to Five Years) or GradCertEdS or GradCertHEd or GradCertClinEdSim or MTransInterPed or PGDipTransInterPed or MIndigenousEd or PGDipIndigenousEd or PGCertIndigenousEd or GradDipIndigenousEd

Corequisites

Co-badged status

Unit description
Changes in society and community expectations inevitably bring new challenges to Higher Education. Take for example, the issues associated with globalisation and increasing student diversity, or the question of the need for ethical, socially responsible and creative graduates. Each of these challenges has implications for curriculum design and teaching practices. This unit will explore theory and research about learning and teaching in Higher Education in the context of these contemporary challenges. In particular the unit seeks to equip participants with the knowledge to better facilitate student learning and to evaluate current practice based on sound pedagogical principles and theories.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

discuss and debate the purpose or purposes of Higher Education and some of the

      contemporary challenges for learning and teaching

      explore and critique literature on Higher Education related to contemporary challenges

      investigate theoretical and practical questions related to curriculum design

      evaluate current programs, teaching practices and/or curriculum design (including assessment and feedback) based on sound pedagogical principles and theories

      devise evidence-based solutions to real world problems related to curriculum, learning and teaching or other relevant Higher Education issues

      competently contribute to and demonstrate leadership of an online learning community;

      demonstrate effective oral, written and visual communication skills that are appropriate to the purpose, medium and audience

Assessment Tasks

Name	Weighting	Due
Article Appraisal	15%	March 22
Project Proposal	0%	April 22
Presentation	20%	May 9
Online Learning Community	25%	May 27
Evaluation Strategy	40%	June 7

Article Appraisal

Due: **March 22**
Weighting: **15%**

Write a 1000 word appraisal of an article about to the purpose of higher education

On successful completion you will be able to:

- discuss and debate the purpose or purposes of Higher Education and some of the contemporary challenges for learning and teaching
- explore and critique literature on Higher Education related to contemporary challenges
- demonstrate effective oral, written and visual communication skills that are appropriate to the purpose, medium and audience

Project Proposal

Due: **April 22**
Weighting: **0%**

Submit a project proposal for approval and discussion with your unit convenor

On successful completion you will be able to:
- investigate theoretical and practical questions related to curriculum design
- evaluate current programs, teaching practices and/or curriculum design (including assessment and feedback) based on sound pedagogical principles and theories
- devise evidence-based solutions to real world problems related to curriculum, learning and teaching or other relevant Higher Education issues
- demonstrate effective oral, written and visual communication skills that are appropriate to the purpose, medium and audience

Presentation

Due: **May 9**
Weighting: **20%**

Develop and present an oral or online presentation to the group about your evaluation strategy and receive peer feedback to inform your final report.

On successful completion you will be able to:
- explore and critique literature on Higher Education related to contemporary challenges
- investigate theoretical and practical questions related to curriculum design
- evaluate current programs, teaching practices and/or curriculum design (including assessment and feedback) based on sound pedagogical principles and theories
- devise evidence-based solutions to real world problems related to curriculum, learning and teaching or other relevant Higher Education issues
- demonstrate effective oral, written and visual communication skills that are appropriate to the purpose, medium and audience

Online Learning Community

Due: **May 27**
Weighting: **25%**

Contribute to discussion forums throughout the semester and lead/moderate one discussion forum on iLearn.

On successful completion you will be able to:
- discuss and debate the purpose or purposes of Higher Education and some of the contemporary challenges for learning and teaching
- explore and critique literature on Higher Education related to contemporary challenges

- investigate theoretical and practical questions related to curriculum design
- devise evidence-based solutions to real world problems related to curriculum, learning and teaching or other relevant Higher Education issues
- competently contribute to and demonstrate leadership of an online learning community;
- demonstrate effective oral, written and visual communication skills that are appropriate to the purpose, medium and audience

Evaluation Strategy

Due: **June 7**
Weighting: **40%**

Develop an evaluation strategy (3,000 words) for a learning and/or teaching situation.You can choose something relevant to your own experience in consultation with your unit convenor.

On successful completion you will be able to:
- explore and critique literature on Higher Education related to contemporary challenges
- investigate theoretical and practical questions related to curriculum design
- evaluate current programs, teaching practices and/or curriculum design (including assessment and feedback) based on sound pedagogical principles and theories
- devise evidence-based solutions to real world problems related to curriculum, learning and teaching or other relevant Higher Education issues
- demonstrate effective oral, written and visual communication skills that are appropriate to the purpose, medium and audience

Delivery and Resources

This is an online unit and you will need regular access to the internet to participate.

There are five modules on the iLearn site to work through and your learning is supported through learning activities and/or on campus classes. Using the iLearn Discussion Forum we aim to foster an online learning community to promote debate, discussion and exploration of ideas between all participants. This will require regular participation each week, and there is an assessment task connected with the forum.

Internal students must attend the on campus sessions, four of which are held on Wednesday evenings from 5.00pm-7.00pm in room E6A 116; dates are listed on the unit schedule. There is also one Saturday on campus session on May 9, from 9.30-3.30. External students who reside in or near Sydney and who would like to attend are most welcome. External students who do not attend the on campus sessions are expected to complete the Learning Activities that are set for each module.

You are expected to submit written assessment tasks by the published due date UNLESS you have received written permission to submit your work at a later date from the Unit convenor.

Extensions will only be granted in exceptional, unforeseen circumstances (known workload is not a legitimate or sufficient reason for the granting of an extension). However, some consideration may be available for a student who is prevented by serious and unavoidable disruption from completing any Unit requirements in accordance with their ability. All students have the right to submit an application for Disruptions to Study. Details of how the University defines serious and unavoidable disruption to studies, and information about the processes involved, are contained in the Disruptions to Study Policy (see policies and procedures). Please read this policy carefully as you will need considerable documentation to support your application, more than just a medical certificate.

The textbook for this unit is:

Hunt, L. & Chalmers, D. (2012) University Teaching in Focus: A learning-centred approach. ACER Press Camberwell, Victoria. ISBN: 9781742860312(pbk)

If you are already familiar with this text, and/or would like an additional or supplementary text, we suggest: Tennant, M.,McMullen, C. & Kaczynski, D. (2009) Teaching, Learning and Research in Higher Education. A critical approach. Routledge. ISBN: 0415962633

Please note: a previous version of this unit guide listed Biggs & Tang 2011 as the text (see details below). If you have already purchased this book, then you do not need to buy Hunt & Chalmers as well. Just let the unit convenor know. You certainly do not need all 3 texts.

Biggs, J. & Tang, C. (2011)Teaching for Quality Learning at University (Society for Research Into Higher Education) [Paperback] McGraw Hill Education. Edition 4. ISBN-10: 0335242758; ISBN-13: 978-0335242757 [Note: Earlier editions of the text will be adequate]

Assessment tasks are due by 5pm on the day designated (except if you are giving an on campus presentation). All assignments are to be uploaded into iLearn. If you are having difficulties with uploading please contact the unit convenor. Before starting each assessment task you should consult the associated rubric to get an idea of how the task will be assessed. All assessment tasks will need to be submitted through Turnitin, and there are instructions and details in the iLearn unit.

For consultation about any aspect of the unit please contact the unit convenor and make an appointment (perhaps even a phone appointment). Appointments can be made by mutual agreement between Monday and Thursday.

This year we have done a major redevelopment of the material in the unit and contextualised pedagogical theory and practice in contemporary challenges that face educators today. We hope that you enjoy the challenge. Also, in response to feedback from students in previous years, some changes have been made. These include: reducing the number of discussions that are scheduled to be led by students, introducing a policy of removing overly long posts from the discussion forum, and one learning activity has also been removed to provide more time for students to prepare their final report.

Unit Schedule

Week	Week beginning (Monday)	Module Number	Oncampus session	Learning Activity	Assessment Task
1	**February 23**	**1**			
2	March 2	1	Wednesday March 4 5.00-7.00	1A (all students; due Wed Mar 5)	
3	March 9	2			Article Appraisal (due Wed March 12)
4	March 16	2	Wednesday March 18, 5.00-7.00	1B (all students; due Wed March 19)	
5	March 23	2		2A (due Wed March 25)	
6	March 30	3	Wednesday April 1, 5.00-7.00	2B (due Wed April 1)	
Break	April 6				
Break	April 13				
7	April 20	3			Project Proposal due Wednesday April 22
8	April 27	3 (+ early release of module 4)		3A (due Wed April 29)	
9	May 4	4	Saturday May 9, 9.30-3.30		Presentations due Saturday May 9, either online or in the on campus session
10	May 11	4		3B (due Wed May13)	
11	May 18	4		4A (due Wed May 20)	

12	May 25	5	Wednesday May 27, 5.00-7.00	4B (due May 27)	
13	June 1	5		5 (due June 3)	Evaluation Strategy due: June 7

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy.html

Grading Policy http://mq.edu.au/policy/docs/grading/policy.html

Grade Appeal Policy http://mq.edu.au/policy/docs/gradeappeal/policy.html

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops

- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://informatics.mq.edu.au/help/.

When using the University's IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- investigate theoretical and practical questions related to curriculum design
- evaluate current programs, teaching practices and/or curriculum design (including assessment and feedback) based on sound pedagogical principles and theories
- devise evidence-based solutions to real world problems related to curriculum, learning and teaching or other relevant Higher Education issues

Assessment tasks

- Project Proposal
- Presentation
- Online Learning Community
- Evaluation Strategy

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- discuss and debate the purpose or purposes of Higher Education and some of the contemporary challenges for learning and teaching
- explore and critique literature on Higher Education related to contemporary challenges
- investigate theoretical and practical questions related to curriculum design
- evaluate current programs, teaching practices and/or curriculum design (including assessment and feedback) based on sound pedagogical principles and theories
- devise evidence-based solutions to real world problems related to curriculum, learning and teaching or other relevant Higher Education issues
- competently contribute to and demonstrate leadership of an online learning community;

Assessment tasks

- Article Appraisal
- Project Proposal
- Presentation
- Online Learning Community
- Evaluation Strategy

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- discuss and debate the purpose or purposes of Higher Education and some of the contemporary challenges for learning and teaching
- explore and critique literature on Higher Education related to contemporary challenges
- investigate theoretical and practical questions related to curriculum design
- evaluate current programs, teaching practices and/or curriculum design (including

assessment and feedback) based on sound pedagogical principles and theories
- devise evidence-based solutions to real world problems related to curriculum, learning and teaching or other relevant Higher Education issues
- competently contribute to and demonstrate leadership of an online learning community;

Assessment tasks

- Article Appraisal
- Project Proposal
- Presentation
- Online Learning Community
- Evaluation Strategy

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- investigate theoretical and practical questions related to curriculum design
- evaluate current programs, teaching practices and/or curriculum design (including assessment and feedback) based on sound pedagogical principles and theories
- devise evidence-based solutions to real world problems related to curriculum, learning and teaching or other relevant Higher Education issues

Assessment tasks

- Project Proposal
- Presentation
- Evaluation Strategy

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- discuss and debate the purpose or purposes of Higher Education and some of the contemporary challenges for learning and teaching
- explore and critique literature on Higher Education related to contemporary challenges
- competently contribute to and demonstrate leadership of an online learning community;
- demonstrate effective oral, written and visual communication skills that are appropriate to the purpose, medium and audience

Assessment tasks

- Article Appraisal
- Presentation
- Online Learning Community
- Evaluation Strategy

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- discuss and debate the purpose or purposes of Higher Education and some of the contemporary challenges for learning and teaching
- evaluate current programs, teaching practices and/or curriculum design (including assessment and feedback) based on sound pedagogical principles and theories
- devise evidence-based solutions to real world problems related to curriculum, learning and teaching or other relevant Higher Education issues

Assessment tasks

- Presentation
- Online Learning Community
- Evaluation Strategy

Changes from Previous Offering

The unit has been substantially redeveloped since the last offering. The material has been updated and contextualised within some of the significant contemporary challenges facing

educators in the 21st century. We hope you enjoy this new approach.

In addition, in response to feedback from students in previous years, additional changes have been made, including: reducing the number of discussions that are scheduled to be led by students, introducing a policy of removing overly long posts from the discussion forum, and one learning activity has also been removed to provide more time for students to prepare their final report. There will also be formative feedback on discussion forum performance sporadically throughout the unit.

Changes since First Published

Date	Description
09/02/ 2015	Changes to previous offerings are detailed the section on Resources and Delivery.